

STATE OF COLORADO

DEPARTMENT OF HIGHER EDUCATION



John Hickenlooper
Governor

Lt. Gov. Joseph A. Garcia
Executive Director

Academic Council

February 14, 2012

1:00-3:00pm

Department of Higher Education

1560 Broadway -Suite 1600 - Denver, CO 80202

Call-in Number: 1-877-820-7831; Access code: 215368#

Agenda

1. Greetings and Introductions
2. Corrections/Discussion of January Meeting Summary Notes [see handout]
3. Performance Contract reports were due February 1, 2012.
 - a. PC Reports received from CSU System, CU System, CCCS, WSC, CMU, ASC and CSM (as of February 6, 2012). Waiting on FLC, MSCD & UNC.
 - b. Academic Master Plan Reports received from Aims and CMC (as of January 2012).
4. Higher Education Bills in the Legislature
 - a. Higher Education Legislation Status [see handout]
 - b. Is there anything DHE needs to know about these bills? Should DHE weigh in on any of these?
5. Master Planning update and implications for Performance Contract renegotiation
 - a. Revisions to preamble and 4 goals [see handout: CCHE agenda item on Adopting Statewide Goals]
 - b. Volunteers for *Academic Affairs PC Discussion Group*: Geri Anderson, Carol Futhey, George Dennison, Vicki Golich, Kathleen Bollard, Barbara Morris, Frank Novotny, LeeAnn Sappington (Director of Institutional Effectiveness and Assessment, Aims).
 - c. When/how should this discussion group meet?
6. PWR Endorsed Diploma Criteria Update (Emmy Glancy and Tamara White Johnson)
 - a. Governing boards that have approved the criteria: CU Regents (2-1-12).
 - b. First readings at Aims, CMC, CMU & WSC.
7. Issues around Ensuring Seamless Transfer (this discussion will also go to Admission Council on February 16)
 - a. Question: How do we ensure that transfer students who complete an AA/AS are not required to complete additional lower division core requirements or additional credits beyond the 60 credits at

the receiving institution? OR What are the obligations of the receiving institution that are incurred as a result of the completion of an associate's degree? (Two of those obligations include fulfilling the lower division core curriculum requirements and having a minimum of 60 credits towards graduation).

- b. Point: Per statute, the courses in AA/AS degrees get applied individually in transfer.
 - c. Question: Should we have a statewide policy in regards to accepting standardized credit for prior learning exams as part of the entire AA/AS degree and gtPathways program completion transfer regardless of the acceptable score for credit of that exam at an institution? For example, if your institution accepts AP credit for college algebra with a score of 4 or higher, will you accept the entire AA/AS degree if college algebra is transcribed from a CCCS institution with a score of 3?
 - d. Question: Should receiving institutions honor competency based decisions from 2-years? Does this change if it's part of an AA/AS?
 - e. Question: Should we use a "gtPathways program completion stamp" and would that imply "block transfer" and also imply all courses within the degree are guaranteed to transfer?
 - f. Question: Must an IHE accept in transfer all gtPathways courses less than 10 years old that meet general education requirements?" (Answer: §23-1-108(7)(f)(I) states, "If, not more than ten years prior to transferring into an undergraduate degree program, a student earns credit hours that are required for graduation from the undergraduate degree program, the credit hours shall apply to the completion of the student's graduation requirements from the undergraduate degree program following the transfer." This statute does not distinguish between LAS degrees and other types of degrees.
 - g. Question: Must an IHE accept all coursework less than 10 years old that meets degree requirements regardless of the degree? (Answer: §23-1-125(1)(g) states, "A student's credit for the completion of the core requirements and core courses shall not expire for ten years from the date of initial enrollment and shall be transferrable.")
8. Should gtPathways apply only to LAS degrees or to all associate's and bachelor's degrees?
- a. It has been interpreted that gtPathways should apply to all degrees. Points that support that:
 - §23-1-108.5(2)(c) states, "General education courses' means the group of courses offered by an institution of higher education that every student enrolled in the institution must successfully complete to attain an associate's or bachelor's degree."
 - CCHE Policy I, L: Statewide Transfer Policy, section 5.02, states, "...in all majors at all public institutions..." The policy also defines "general education" as "...the general body of knowledge and skills that the recipient of any undergraduate degree conferred by an institution should possess."
 - §23-1-125(1)(e) does not distinguish between LAS degrees and other degrees.
 - b. The practice thus far has been to apply it only to LAS degrees. Points that support that:
 - Non-LAS degrees are aligned to national accreditation standards that require specific cores different than the more generalizable cores of LAS degrees.
 - CCHE Policy I, L: Statewide Transfer Policy, section 5.01 refers to "liberal arts and sciences degrees."
 - c. Statute, policy and practice are not aligned. What should we change: statute or policy? And why? If we were to change statute, what are the justifications to get the General Assembly to agree with us? If we were to change policy and practice, what are the salient points around that?
9. What Is Your Institutional Process/Protocol for gtPathways Quality Assurance & Compliance?
- a. Is it aligned with HLC accreditation?
 - b. How to ensure compliance/integrity with the syllabus that was originally approved?
 - c. How do you know your advisors know about gtPathways courses?
 - d. Should gtPathways be mentioned somewhere in the syllabi of gtPathways courses?
 - e. Does your institution have a renewal process?

10. Disability Services Follow-up

- a. Ian and Kim Poast met with CO-WY Consortium of Disability Support Programs on January 13, 2012. They no longer have a website with resources because it wasn't used much and there's nobody to maintain it. Kim is checking to see if DHE could host that.
- b. They currently use a listserv and informally contact one another to share resources.
- c. Kim has touched base with CDE to see about using the library system to share resources.
- d. Considering ways to put pressure on publishers to make their materials ADA compliant. Legislation? Coordinating with departments and faculty to use textbooks that are more compliant than others?
- e. One idea was for each institution to pay into a salary for a coordinator at DHE. Another idea is to explore something like a BOCES to share resources.
- f. What are the implications for concurrent enrollment? Should the K-12 school provide support services (IDEA) or should the institution of higher education (ADA)?

11. Should CCHE Reverse Its Decision Prohibiting Bachelor's Degrees in Early Childhood Education (ECE) and Elementary Education (ELED)?

a. Results of poll:

Institution	Allow BA in ECE	Allow BA in ELED
CCCS	Yes	Yes
CMC	Yes	Yes
CSU	Yes	Yes
MSCD	Yes	Yes
UCB	Yes	No
UCCS	Yes	Yes
UCD	Need to discuss	Needs the most discussion
UNC	Yes	Yes
Colorado Christian	Yes	No
University of Phoenix	Yes	Yes

b. Other points to consider:

- i. A 'generalist' K-8 (ELED) license puts many teachers in middle schools, where the teachers SHOULD be content experts in the courses they teach, i.e. 6th grade math & science teacher; 8th grade Humanities teacher; 7th grade Language Arts teacher.
- ii. The lack of a 4-year ECE degree was one of the things that every reviewer of our federal Early Learning Challenge Fund proposal commented on. While removing this rule will not create a degree, it will be a step in the right direction – it will also allow us to report progress if another ELCF round happens.

12. Reports Released to General Assembly

- a. Educator Preparation Report [see handout]
- b. Remedial Education Report [see handout]
- c. Concurrent Enrollment Report (coming in March)

13. Other Business?